

## Word Sort for Doubling Before -ed

Enlarge the word sheet to a full 8 1/2 by 11 size. Make copies of this word sort and have students cut the words apart prior to the lesson. Use the words *stepped* and *talked* as key words to form two categories.

1. Explain to the students that you are going to sort some words and they need to see if they can figure out why you are sorting them a certain way. Put several words under *stepped* that double before the *-ing* and several under *talked* that do not. (Avoid *passed* and *smelled* until later.) Now hold up a word and ask if anyone knows where it should go. Keep doing this with the words until you sense that most of the students have figured out the categories (i.e., in one the last letter of the base word doubles, and in the other it does not). *Pulled* and *smelled* will challenge them to think carefully about the spelling of the base word and can be added to the sort at the end.

2. After all the words have been sorted, ask students how the words in each category are alike. You may want to underline the base words so attention can focus on the fact that all the words have one vowel but in the first category the base words end with one consonant (VC) and in the other category the base words end in two consonants (VCC). Ask students if they can generate a “rule” about when to double before *-ed*. Finally, ask the students to shuffle all their words and repeat the sort independently.

On another day you may want to do a sound sort with the words. The *-ed* ending has different sounds depending on the consonant it follows. Read the words in each column of the sound sort below to see this for yourself.

1. To lead this sort with your students, put up a word in each category and talk about how the past tense “ED” is spelled the same but can sound different. Sort several words in each category and then ask the students to finish the sort. There is no really useful generalization to discover in this sort, but it may be helpful for children who spell *talked* as TALKT or *smelled* as SMELD.

2. On subsequent days of the week, students resort the words and write the words into categories. You can give them additional words that have the same pattern (ending with VC and VCC) and ask them to write the past tense form. These base words should not be hard to spell; it is the generalization that is important. To emphasize the idea of the past tense, students might choose some words to write in sentence pairs—one with a base word and one with the **base + ed**. In the following week, you might want to create a sort that focuses upon words such as *riding* and *raining* (i.e., words in which the e is dropped and words that do not change but end in a single consonant preceded by two vowels).

### Guess My Category Sort

stepped	talked
plugged	washed
batted	wanted
nodded	landed
stopped	twisted
planned	jumped
clipped	smelled
jogged	fished
hopped	started
petted	passed
scrubbed	

### Sound Sort

stepped	plugged	batted
talked	planned	nodded
stopped	jogged	petted
clipped	smelled	wanted
hopped	scrubbed	landed
washed		twisted
jumped		started
fished		
passed		

stepped	plugged	wanted
landed	fished	hopped
jogged	planned	batted
nodded	scrubbed	started
twisted	petted	talked
washed	jumped	passed
clipped	smelled	stopped